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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The eight titles deal with the following topics: (1) the effect of medium of instruction on the listening comprehension and retention of community college speech students, (2) the relationship between reading ability and on-the-job performance of machine shop employees, (3) the effects of participating in a reading and study skills course on goal and institutional commitments of freshman students at Columbia College (Missouri), (4) the effects of a read-write remedial English teaching method on marginally prepared adults in a community college, (5) the effects of outside reading and outside reading discussion of examples and nonexamples on college student performance on quiz items related to concepts of applied behavior analysis, (6) a model for synthesizing reader response and literary text in teaching college English, (7) the effects of individual cognitive style and processing differences on metacognitive reading strategies, and (8) the influence of reading achievement, reading program variability, and personal characteristics on the self-concept and acceptance of others of correctional facilities' inmates. (FL)

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Abstracts of the following dissertations are included in this collection:

Brink, Ronald Leonard
THE EFFECT OF MEDIUM OF INSTRUCTION ON THE LISTENING COMPREHENSION AND RETENTION OF COMMUNITY COLLEGE SPEECH STUDENTS

Flournoy, Barbara Duke
THE RELATIONSHIP BETWEEN READING ABILITY AND ON-THE-JOB PERFORMANCE OF EMPLOYEES IN LUFKIN INDUSTRIES. [RECORD OF STUDY]

Foster, Donald Larkin
THE EFFECTS OF PARTICIPATION IN A READING AND STUDY SKILLS COURSE ON GOAL AND INSTITUTIONAL COMMITMENTS OF FRESHMEN STUDENTS AT COLUMBIA COLLEGE

Jones, Jeanette Hasty
THE EFFECT OF A READ-WRITE REMEDIAL ENGLISH TEACHING TECHNIQUE ON MARGINALLY PREPARED ADULTS IN THE COMMUNITY JUNIOR COLLEGE

Kimball, Walter Henry
THE EFFECTS OF OUTSIDE READING AND OUTSIDE READING DISCUSSION OF EXAMPLES AND NONEXAMPLES ON COLLEGE STUDENT PERFORMANCE ON QUIZ ITEMS RELATED TO CONCEPTS OF APPLIED BEHAVIOR ANALYSIS

Mir, Maqsood Hamid
THE PHENOMENOLOGICAL RESPONSE THEORY: A MODEL FOR SYNTHESIZING READER RESPONSE AND LITERARY TEXT IN TEACHING COLLEGE ENGLISH

Phifer, Sandra Joy
EFFECTS OF INDIVIDUAL COGNITIVE STYLE AND PROCESSING DIFFERENCES ON METACOGNITIVE READING STRATEGIES

Vacca, James Stephan
THE INFLUENCE OF READING ACHIEVEMENT, READING PROGRAM VARIABILITY, AND PERSONAL CHARACTERISTICS ON THE SELF CONCEPT AND ACCEPTANCE OF OTHERS OF INMATES IN NEW YORK STATE CORRECTIONAL FACILITIES

THE EFFECT OF MEDIUM OF INSTRUCTION ON THE LISTENING COMPREHENSION AND RETENTION OF COMMUNITY COLLEGE SPEECH STUDENTS

Order No. DA8404791

BRINK, RONALD LEONARD, PH.D. *University of Missouri - Kansas City*, 1983. 153pp.

This research investigated the hypotheses that the three tested instructional media do not affect the listening comprehension and retention of community college speech students. Three intact classes in Fundamentals of Speech with a total of 64 students were administered three separate subject matter lectures involving three separate media of instruction (video tape, audio tape, and live) on three separate occasions arranged by a Graeco Latin square design. After each of the lectures an investigator-made multiple choice examination was given to determine the degree of listening comprehension. One week later a composition of each of the original examinations was administered to determine retention. The mean percent correct for medium in the comprehension portion ranged from 62.2 to 63.5, with the highest mean associated with the audio tape medium. The mean percent correct for medium in the retention portion ranged from 59.2 to 62.7, with the highest mean associated with the video tape medium. The differences among the medium means were not statistically significant in the comprehension and retention portions of the study using analysis of variance, $p > .05$, $\alpha = .001$ and .007 respectively. The results indicate that, when controls are placed on medium of delivery, students can listen to lecture subject matter without appreciable loss of comprehension or retention. The student listener can successfully receive, process, and remember lecture materials by media previously thought of as subordinate to live presentation.

THE RELATIONSHIP BETWEEN READING ABILITY AND ON-THE-JOB PERFORMANCE OF EMPLOYEES IN LUFKIN INDUSTRIES. [RECORD OF STUDY] Order No. DA8329980

FLOURNOY, BARBARA DUKE, ED.D. *Texas A&M University*, 1983. 110pp. Chairman: Dr. Don F. Seaman

The primary purpose of this study was to investigate whether there were any significant relationships between the reading ability of industrial employees (as measured by scores on the *Industrial Reading Test*) and job performance (as measured by supervisors' ratings on the *Descriptive Rating Scale*). Moreover, this study attempted to determine whether there was a relationship between these two measures and the employees' AGE, LEVEL OF FORMAL EDUCATION and YEARS OF JOB EXPERIENCE.

The population sample consisted of 35 first-line supervisors, 35 machine operators, and 35 helpers from the machine shop in Lufkin Industries, Lufkin, Texas. *The Industrial Reading Test* was administered to each participant. Each participants' job performance was rated on the *Descriptive Rating Scale* by his/her first-line supervisor.

The following methods were used to analyze the data for the supervisors' group, the machine operators' group and the three groups combined: Pearson Product-Moment correlations, multiple regression analysis, R-Square and Stepwise Regression analysis. Descriptive characteristics were given for each group.

It was concluded, that there was a significant positive relationship between reading ability and job performance for the machine shop helpers' group. Personnel Departments could base their selection of machine shop helpers on the helpers' *Industrial Reading Test* scores and YEARS OF JOB EXPERIENCE.

THE EFFECTS OF PARTICIPATION IN A READING AND STUDY SKILLS COURSE ON GOAL AND INSTITUTIONAL COMMITMENTS OF FRESHMEN STUDENTS AT COLUMBIA COLLEGE

Order No. DA8326782

FOSTER, DONALD LARKIN, PH.D. *University of Missouri - Columbia*, 1982. 122pp. Supervisor: Dr. Walter E. Hunter

Statement of the Problem. The purpose of the study was to examine effects of a reading and study skills course on student commitments to higher education and the institution attended. The study was designed to answer the following research questions: (1) Is there significantly greater decrease in mean CABI scores of first-time freshman students participating in the *Reading and Study Skills* course compared to scores of similar students not participating? (2) Is there significantly greater decrease in mean CABI scores of male first-time freshman students participating in the *Reading and Study Skills* course compared to scores of participating female first-time freshman students? (3) Is there a significantly higher reenrollment rate for first-time freshman students participating in the *Reading and Study Skills* course compared to the rate of similar nonparticipating students?

Method. A sample of 90 first-time freshman students was obtained from the 1981 entering class. The College Auto-Biographical Inventory (CABI) was used. Comparisons between various student groups' responses were made involving Analysis of Variance and Chi Square Analysis procedures. Supplementary analyses identified factors involved in CABI responses and compared responses for identified factors.

Findings. No significant difference was found in amount of change in mean CABI scores of participating and nonparticipating first-time freshman students or in scores of participating male and participating female first-time freshman students. No significant difference was found in reenrollment rates of participating and nonparticipating freshman students. Supplement analyses identified six factors and revealed participation increased Goal Commitment while inhibiting increased Academic Institutional and Social Institutional Commitments. Decreased institutional commitments did not result in higher attrition for participants compared ot nonparticipants. Overall CABI scores were not sufficiently sensitive to detect changes.

Conclusions. Participation in a reading and study skills course is related to increased academic expectations, which is greater for women participants than for men participants.

However, participants come to dislike the institution more than do nonparticipants. Increased dislike does not result in a higher rate of attrition.

The amount of change in mean CABI scores over one semester is the same for participants and nonparticipants.

THE EFFECT OF A READ-WRITE REMEDIAL ENGLISH TEACHING TECHNIQUE ON MARGINALLY PREPARED ADULTS IN THE COMMUNITY JUNIOR COLLEGE

Order No. DA8326353

JONES, JEANETTE HASTY, ED.D. *Auburn University*, 1983. 125pp. Director: Russell C. Wilson

This study investigated the effects of a read-write remedial English teaching technique on the language skills of marginally prepared adults in a community junior college. Seventy entering freshmen, placed in remedial English, were randomly assigned to one of two groups in fall and winter quarters.

The read-write teaching technique was designed for predominantly older adults who had had little experience reading or writing standard English. Students were allowed frequent in-class reading and writing opportunities not usually available in a traditional remedial setting. The adults chose reading materials of special interest to them and from which they could emulate the mechanics of standard written English as they wrote throughout the quarter. The traditional teaching method allowed adults to proceed at their own pace in a programed review of the fundamentals of grammar, punctuation, spelling, vocabulary, and sentence structure under the

supervision of a classroom instructor.

Participants' achievement in the language skills of sentence structure, vocabulary, sentence usage, and reading comprehension was measured by four Descriptive Tests of Language Skills developed and produced by the College Board and Educational Testing Service.

Multivariate and univariate analyses indicated that teaching method did not have a significant ($p > .05$) effect on the participants' achievement in the language skills of sentence structure, vocabulary, sentence usage, and reading comprehension. The analyses did reveal interaction effects of teaching method and instructor. The multivariate F-ratio of the interaction was significant ($p < .05$). Significant differences in pre-post mean scores increased after remediation had been applied, regardless of teaching method.

Even though the multivariate test of the method effect was not significant, a trend toward higher scores was noticeable with the read-write teaching method. For both instructors A and B, the mean differences from pre to post scores for all four dependent variables were larger for the read-write method than for the traditional method.

THE EFFECTS OF OUTSIDE READING AND OUTSIDE READING DISCUSSION OF EXAMPLES AND NONEXAMPLES ON COLLEGE STUDENT PERFORMANCE ON QUIZ ITEMS RELATED TO CONCEPTS OF APPLIED BEHAVIOR ANALYSIS

Order No. DA8400236

KIMBALL, WALTER HENRY, PH.D. *The Ohio State University*, 1983. 333pp. Adviser: Dr. Timothy E. Heron

The purpose of the study was to examine the effect of reviewing examples and nonexamples with reading course materials on college student performance on quiz items related to concepts of applied behavior analysis. The levels of the independent variable were arranged in a two condition multi-element design. Condition One involved reading the text, reading the rules summarizing the key concepts in the course units, and completing study guide questions. Condition Two involved the same activities plus reviewing examples and nonexamples during class before the dependent variable measure. Data were collected over two consecutive quarters.

The experimental data of number of correct responses indicated 17 students during Quarter One had complete fractionation with Condition Two leading to higher performance. Fifteen of the students had at least one intersection point. Quarter Two data indicated 22 of the students had at least one intersection point. Two students had complete fractionation with Condition One leading to higher performance and one student had complete fractionation with Condition Two leading to higher performance. The descriptive data from both quarters indicated students rarely scored over 90 percent correct for more than half the quizzes.

A functional relationship between reviewing course materials and examples and nonexamples was established during Quarter One, but this effect was not replicated during Quarter Two. The lack of control over access to the text, study guide and rules, which were studied outside of class, may have contributed to the differences in the data across quarters. The educational significance, or magnitude, of the data was not high, as demonstrated by the large number of student percentages under 90 percent. The students may not have been used to responding to examples and nonexamples or may have needed more training in identifying and describing behaviors and consequences. Suggestions for future research were noted.

THE PHENOMENOLOGICAL RESPONSE THEORY: A MODEL FOR SYNTHESIZING READER RESPONSE AND LITERARY TEXT IN TEACHING COLLEGE ENGLISH

Order No. DA8403926

MIR, MAQSOOD HAMID, PH.D. *University of Louisville*, 1983. 150pp.

The first half of the dissertation analyses the phenomenological foundations of an aesthetic description of reading. This descriptive model of the literary reading process emphasizes the active role of the reader in the construction of meaning; the concepts of prepredication, negation, and experience--drawn essentially from Edmund Husserl--are central to this model. These central concepts, in the second half of this dissertation, become practical means of helping teachers intervene in the reading processes of their students. This assimilation of reading theory and classroom practice is demonstrated through discussing of one short story, Nathaniel Hawthorne's "Young Goodman Brown," and two poems, W. B. Yeats' "Among School Children" and Wallace Stevens' "The Idea of Order at Key West."

In this dissertation I show that the triad of prepredication, negation, and experience has sound philosophical foundations in the German phenomenological tradition of Franz Brentano, Edmund Husserl, Roman Ingarden and Wolfgang Iser. I demonstrate the application of this triad by specifically showing in each of the literary works, what kind of a workable prepredication is needed, what patterns of negations can be filled and how can the students attain the total lived experience, the Husserlian *erlebnis*, from their reading. I also present at different stages of response, several series of pedagogical questions. A composition teacher may use the pedagogical questions to let his students heuristically arrive at the

EFFECTS OF INDIVIDUAL COGNITIVE STYLE AND PROCESSING DIFFERENCES ON METACOGNITIVE READING STRATEGIES

Order No. DA8328187

PHIFER, SANDRA JOY, PH.D. *The University of Nebraska - Lincoln*, 1983. 89pp. Adviser: John A Glover

The present study examined the relationship between specific individual cognitive characteristics (i.e., field-independence-dependence and verbal/spatial processing abilities) and reading comprehension and recall. The question of particular interest was whether persons with relative strengths or weaknesses in these particular cognitive styles and abilities implemented different metacognitive reading strategies to facilitate passage comprehension and recall. Two different passages were utilized to determine whether these college-aged readers would utilize different strategies to meet particular passage goals.

Multiple regression results revealed that, of the measured variables, verbal ability had the highest relationship to reading comprehension and recall of passage information. Field-independence also had a significant relationship on the passage rated as having a mathematical/scientific orientation. Persons classified as field-dependent recalled significantly more information from the passage judged to have a social orientation.

While there were no significant differences in the utilization of metacognitive reading strategies when a median split was implemented to compare field-independent-dependent students and high/low verbal and spatial ability subjects, several differences were evident when the upper and lower quartiles were compared. The high verbal students interpreted their purpose in reading as "understanding the passage," and implemented strategies to facilitate that purpose (i.e., relating to prior knowledge, summarizing in own words, self-testing) while low verbals attempted to memorize key words or phrases. Field-dependent persons tended to use the same strategies for both passages while field-independent persons demonstrated flexibility in strategy usage between the two passages.

The results were discussed in terms of the two areas of metacognition: knowledge of cognition and regulation of cognition. Persons must possess certain awareness of cognition and personal cognitive abilities before they can be expected to regulate their cognitive activities. Some of these college students revealed weaknesses in knowledge of cognition (e.g., determining purpose of activity, recognizing recall is easier if preceded by understanding), and were, therefore, not able to effectively plan and regulate their reading activity. Applications from the results are suggested for the teaching of reading.

THE INFLUENCE OF READING ACHIEVEMENT, READING PROGRAM VARIABILITY, AND PERSONAL CHARACTERISTICS ON THE SELF CONCEPT AND ACCEPTANCE OF OTHERS OF INMATES IN NEW YORK STATE CORRECTIONAL FACILITIES Order No. DA8326614

VACCA, JAMES STEPHAN, PH.D. *Syracuse University*, 1983. 137pp.

The purpose of this study was three-fold. First, it explored the physical conditions, instructional methods and procedures for reading programs in maximum security New York State prisons. Second, the study examined the relationship between the inmates' reading achievement and their self concepts. Finally, the study investigated self concept and reading achievement differences among inmates with respect to personal characteristics of age and length of time in prison.

The study investigated the following four research questions: (1) What are the characteristics of prison reading programs for inmates classified as low achieving and high achieving readers? (2) Is there a significant difference in total self concept between inmates classified as low achieving and high achieving readers? (3) What is the correlation between total self concept and reading achievement for inmates classified as low achieving and high achieving readers? (4) Do inmates classified as low achieving and high achieving readers differ in total self concept with respect to personal characteristics of age and length of time in prison?

Two groups of subjects were involved in the study. One group included the education directors of four maximum security New York State prisons. The second group included 132 inmate volunteers from five maximum security prisons.

The four directors were volunteers from prisons selected because of comparable size, inmate populations and the wide variety of educational programs in each facility. Originally, the study involved five directors, but one director had to drop out.

The 132 inmates in the second group of subjects were also volunteers. They were recruited from the same five prisons as the education directors. The inmates were either Adult Basic Education (ABE), General Education Diploma (GED) or College Level Education programs.

Within each of the five prisons, two sub-groups of inmate readers were formed. One sub-group was comprised of volunteers selected from ABE programs; i.e., inmates reading below the sixth grade level. The second group consisted of inmate volunteers from GED-College Level Education programs; i.e., inmates reading above the eighth grade level. Reading levels were determined from the most recent grade equivalent scores on the *California Achievement Test*. In total, there were 65 inmates in the ABE or "low" achievement groups, and 67 in the GED-College or "high" achievement groups. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

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